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ABSTRACT

Each issue of "PRISE Reporter" focuses on some aspect of educating handicapped students and offers a feature article, other sources of information, and descriptions of research projects. The December 1988 issue contains an article titled "Now That the Door Is Open: Social Skills Instruction in the Classroom" (Sue Vernon et al.) which targets factors for teachers to consider when selecting and adapting instructional resources for teaching social skills. "Community-Based Instruction" (Diane Browder, January 1989) identifies considerations to incorporate into community-based instruction for students with severe handicaps, considerations such as site selection, skill selection, dealing with problem behavior and medical emergencies, and blending the instruction into the normal activities of the environment. The February 1989 issue contains "The Integration Challenge" (Ann Tiedemann Halvorsen) which describes essential integration practices and outlines steps in the integration planning process. "Recreation/Leisure Programming and Persons with Varying Abilities" (Cheryl Light and Stuart Schleien, April 1989) provides guidelines for selecting and teaching appropriate skills in therapeutic recreation and for implementing programs using "best practice" strategies. "Next Steps: Preparing Parents to Plan for Transition" (Carolyn Beckett and Deidre Hayden, May 1989) describes a program which provides parents of disabled high-school students with knowledge about advocating for career education and about job training services available. (JDD)

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December 1988-May 1989

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NOW THAT THE DOOR IS OPEN: SOCIAL SKILLS INSTRUCTION IN THE CLASSROOM

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For many socially unsuccessful students, a new and important door is opening. Social skills training in the classroom is becoming more common as an awareness grows of the range and severity of social problems among low achievers, particularly students with disabilities. Social skills instruction typically has been available for some children through school counselors, school social workers, and therapists on an individual or small group basis. As teachers become more aware of the importance of incorporating social skills training into their classroom routine, more students will have the opportunity to benefit.

The need for such instruction has been realized as a result of research findings which underscore the critical relationship between an individual's ability to interact socially and his or her personal, educational and professional satisfaction and success. Recent research suggests that learning disabled children are less popular than their non-LD peers; in role-play situations, their skill performance is not significantly different from that of juvenile delinquents; they usually do not participate in school activities; and their social problems continue into adulthood.

These findings lead to concern in light of additional research indicating that children who exhibit social problems are at risk for future difficulties, such as dropping out of school and criminality. Thus classroom training of appropriate social behaviors becomes an important instructional goal. Attaining this goal is dependent, in part, upon the selection or adaptation of curricula that enable teachers to effectively teach appropriate social behaviors. The following discussion targets factors for teachers to consider when selecting and adapting instructional resources.

Major Considerations for Selecting and Adapting Social Skills Curricula for Students with Disabilities

1) *Does the curriculum promote social competence?* Social skills can be defined as the verbal and nonverbal behaviors (such as voice tone, facial expression, eye contact, posture, and proximity) acquired through learning that are performed when interacting with others and which maximize positive outcomes. A social skill may be as simple as giving a compliment to a classmate or as complex as negotiating a raise with an employer. A socially skilled person must be able to discriminate situations in which social behavior is appropriate, choose appropriate skills to be used in a given situation, and perform those skills fluently. In addition, he or she must be able to accurately perceive another person's verbal and nonverbal cues so that a response can be made to the other person based on those cues.

There are many opportunities in a classroom to observe social problems and teach skills leading to social competence. For example, a student who was absent from class and missed the cooperative group assignments might have difficulty joining in a group. A socially skilled student might notice the other student's reluctance about having to interrupt the group (i.e., discriminates a situation in which a social skill could be used) and decide to initiate an invitation to the student to join her group (i.e., chooses a relevant skill). The skilled student might offer reassurance if there was any hesitancy about joining the group (i.e., respond to verbal and nonverbal cues), and then introduce the student into the group in such a way that the group accepts her (i.e., use the skill fluently to produce positive consequences.) The absent student could benefit from instruction in the skills of joining an activity, starting a conversation, or asking for help. By mastering these skills, the student's performance and chance of success in this type of situation would be greatly improved.

2) *Does the curriculum accommodate the learning characteristics of students with disabilities?* A social skills curriculum must be simple and easy to understand. Student materials should be written at low readability levels, with minimal writing requirements. Concepts should be addressed in a highly structured way with examples presented in several modes (e.g., orally, in pictures, on audiotapes.) A variety of media can be used to teach social skills, such as videotaped or audiotaped instruction, workbooks, and comic books at low readability levels. Role-play situations should be designed to correspond to students' abilities and interest levels. Activities to increase students' understanding of how social skills are applicable to their everyday lives are especially important for handicapped populations.

Creative teachers can develop many kinds of materials and activities. For example, some teachers and their students have produced videotaped models of social skills, have audiotaped instructions and information for workbooks, and have analyzed social interactions on popular T.V. programs.

3) *Does the curriculum target the social skill deficits of students with disabilities?* Selecting skills that are relevant, appropriate, and useful for students is essential to successful social skill training. Based on research, the following behaviors appear to be needed: giving and accepting negative feedback, making positive statements, negotiation, problem-solving, resisting peer pressure, participating in a job interview, explaining a problem, initiating activities, joining in activities, making friends, asking questions, making self-disclosing statements, following instructions, and conversation skills. It is also impor-

tant to assess each student's social ability with regard to particular skills. The teacher may observe the students in the classroom and list different types of situations in which each individual has difficulty. Other evaluation methods include asking students to rate their social ability and to specify skills which they think they need, asking relevant adults which skills are important for particular students, or setting up role-play situations to observe which skills students can successfully use. Ideally, a social skills program will include a variety of skills that are relevant to the identified deficits in the target population. If a social skills curriculum does not provide instruction in such skills, the teacher must design an appropriate strategy.

4) *Does the curriculum provide training in situations as well as skills?* Since a requirement for appropriate use of social skills is the ability to discriminate situations in which the skills are used, two types of content must be covered in a social skills curriculum: the skills, and the situations in which they can be used. Instructions should include how to recognize which situations require the use of a skill and should tie the skill to a variety of related problems. For example, "following instructions" should be related to following instructions from a parent, a teacher, and a boss. Providing relevant situations and problems related to the skill creates additional motivation for students to learn. If they are able to visualize the personal benefits of using a particular skill, they are usually more enthusiastic participants in instruction.

5) *Does the curriculum incorporate instructional methodologies found effective with students with disabilities?* Ideally, a curriculum should include methodologies related to: a) making the student aware of the skill; b) providing opportunities to practice the skill; and c) arranging opportunities for the student to use the skill in settings outside of the training setting.

For example, a curriculum should include instructional steps which allow the teacher to describe the skill and discuss the reasons a particular social skill is important. Instructional components should also include a discussion of situations where the skill can be used, the nonverbal and verbal steps of the skill, a model of the skill, verbal and behavioral rehearsals of the skill, positive and corrective feedback on performance, practice of the skill to mastery, and generalization activities.

In addition, utilization of instructional principles should include: a) reinforcement for each successful step toward mastery; b) strategies for acquiring the skills; c) reinforcement for generalization of learned skills to naturally occurring situations; and d) motivational systems to ensure that students learn the skills and set and accomplish social goals in real situations.

6) *Does the curriculum include a method for measuring student progress?* A social skills curriculum should contain a reliable and valid assessment device for measuring a learner's skills upon entry into training, the learner's progress, and the learner's mastery attainment. Some programs include checklists of the steps involved in each social skill, or the teachers may choose to construct their own instruments.

The above six factors are important both in selecting a valid and worthwhile social skills program, and in adapting a program to meet the needs of students with disabilities. In reviewing potential programs, some additional issues for consideration include: a) ease of incorporating the program into the classroom (how much time does the program require?); b) ease of implementation (can teachers use the program without a lot of preparatory time and training?); and c) acceptance of the program by students (are content and practice situations relevant to the age and interests of students?).

Sue Vernon, J. Stephen Hazel and **Jean Schumaker** are associated with the Department of Human Development and Family Life, and the Institute for Research in Learning Disabilities, at the University of Kansas. A doctoral student, Vernon has developed and is currently researching the effectiveness of a new social skills program in mainstream, sixth grade classrooms. Hazel is a faculty member and research assistant whose areas of interest include intervention programs relating to social skills training and parent skills development. Schumaker serves as a research coordinator and has devoted the last 12 years to the study of the problems of adolescence. Hazel and Schumaker collaborated in the development of the *Social Skills for Daily Living* program.

CURRICULUM GUIDES

Job Success for Handicapped Youth: A Social Protocol Curriculum details a curriculum and training procedures to prepare students in skills needed for social competence in the work environment. The authors' research includes employer surveys, interviews, observations, studies in work settings, studies in training for social and vocational skills, reviews of materials, and field tests of the resulting social vocational training practice. Results have shown promise in the transfer of learned behavior out of the classroom and into the workplace.

The authors discuss types of assessment of social skills for the workplace and provide social protocol guidelines to help teachers formulate appropriate instruction. Two guides for teaching social-vocational skills are presented. The *Work-at-School Curriculum Guide* is a set of 22 social skills identified as being important for success of entry-level employees. In the *Competitive Employment Curriculum Guide*, the same 22 social-vocational skills are embedded in eight scripts that describe interactions taking place in five different kinds of jobs: automobile cleaner, cafeteria worker, fast food worker, motel maid and dishwasher. A final chapter is devoted to tailoring social-vocational programming to individual programs and facilities, and to preparing staff for training and problem solving within competitive employment sites.

Stowitschek, J. & Salzberg, C. **Job Success for Handicapped Youth: A Social Protocol Curriculum**. Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589. 1987. 62 p. $11.50 (Member Price $9.20).

The Prepare Curriculum: Teaching Prosocial Competencies is a series of psychoeducational courses designed for children deficient in prosocial competencies. Based on a skills-training approach, the program has been developed and evaluated with youngsters who exhibit the extremes of aggressive or withdrawn behaviors. Each of the social skills training chapters is prefaced by a review of related research with an emphasis on programs providing theoretical and methodological background and support for the **Prepare Curriculum**. While most of the author's work has been done with adolescents, the curriculum can be adapted to older elementary-aged youngsters.

The curriculum addresses problem solving, interpersonal skills training, and situational perception training. Courses on anger control, moral reasoning, stress management, empathy, recruiting supportive models, cooperation, and understanding and using groups all include methods, exercises, activities and other materials necessary for implementation. Additional material is

provided so that the trainer can build in transfer and maintenance of the prosocial behaviors learned by the students.

Goldstein, A. P. **The Prepare Curriculum: Teaching Prosocial Competencies**. Research Press, Box 3177, Dept. K, Champaign, IL 61821-9988. 1988. 672 p. $27.95.

CURRENT CITATIONS

Anderson, Marybeth, et al. **Integrating Cooperative Learning and Structured Learning: Effective Approaches to Teaching Social Skills**. *Focus on Exceptional Children*, 1988, 20(9), pp. 1-8. This article describes three structures which relate to student interactions and classroom instruction: competition, individualized instruction, and cooperation. The authors outline the structure of an effective cooperative learning environment and summarize five critical elements of cooperative learning: small group interactions, positive interdependence, individual accountability, direct teaching of social skills, and teacher evaluation. Structured learning as a means of teaching social behaviors is presented, and four major components of the model are detailed, including modeling, role playing, performance feedback, and transfer of training. The article highlights the compatibility and integration of the cooperative learning and structured learning environments. It further addresses advantages and limitations of this combined method of teaching social skills.

Wheeler, John J., et al., **Teaching Appropriate Social Behaviors to a Young Man with Moderate Mental Retardation in a Supported Competitive Employment Setting**. *Education and Training in Mental Retardation*, 1988, 23(2), pp. 105 - 116. This study concerns the difficulties related to interpersonal skills which individuals with disabilities may experience in new work settings. It investigates the effectiveness of supported employment programs in maintaining employment. The study examined the effectiveness of a self-managed training program on the social skill development of one 22-year-old man with Down's Syndrome who was employed at a university facility for housing and studying animals.

To reduce and eliminate ten behaviors identified as inappropriate in the work setting, the subject was taught to use a checklist to monitor his behaviors. He also received training in appropriate social interactions. Throughout training, he was supported by a job coach who provided immediate corrective feedback. As improvement was noticed, job coach support faded.

Evaluation and follow-up revealed that the subject eliminated many and reduced all of the identified behaviors. The subject was able to retain employment and received increased responsibilities. The results illustrate the effectiveness of supported competitive employment on social skill development of an individual with moderate mental retardation.

INSTRUCTIONAL MATERIALS

The ACCESS Program: Adolescent Curriculum for Communication and Effective Social Skills is a complete curriculum for teaching social skills to middle to high school level students with mild to moderate disabilities. Based on principles of direct instruction, **ACCESS** utilizes competency-based and problem-solving approaches to teach mastery of peer, adult, and self-related social skills. **ACCESS** includes the following elements: a placement test with accompanying normative data for decision making; a 10-step direct instructional procedure; guidelines for teaching the curricular content; curricular components including a teacher's manual, student study guide, and situational role play cards; scripted presentation formats; procedures and guidelines for analyzing social situations and responding appropriately. To benefit from instruction in the **ACCESS** program students should have a fourth or fifth grade reading level, and rudimentary language skills.

Walker, Hill M., Holmes, D., Todis, B., & Horton, G. PRO-ED, 5341 Industrial Oaks Blvd., Austin, TX 78735. 1988. 2 vols. $29.00.

Social Skills for Daily Living was designed for learning disabled, emotionally disturbed and mildly mentally retarded adolescents and young adults from the ages of 12 to 21, and retarded adults above 21, depending on their interests and capabilities. The program uses workbooks, comic books, peer practice, homework assignments, and game simulations to stimulate the acquisition and use of thirty target skills. The skills are divided into four categories which include Program Basics, Conversation and Friendship Skills, Skills for Getting Along with Others, and Problem-solving Skills.

Material is written at a fourth to fifth grade level, and the amount of required writing is minimal. Learners are exposed to situations in which the skills can be practiced. Procedures to aid in generalization of the social skills are included along with rationales to increase the learner's motivation to use the skills. The skills are sequenced and applicable to educational, occupational, and community living settings. Students can use the curriculum with minimal, moderate or close supervision.

Schumaker, J. B., Hazel, J. S., & Pederson, C. **Social Skills for Daily Living**. American Guidance Service, Box 99, Circle Pines, MN 55014-1796. 1988. $330.00.

VIDEOCASSETTES

Keys to Success in Social Skills Instruction introduces a method for instruction that incorporates the multi-media kit, *Social Skills for Daily Living*, published by American Guidance Services. Every aspect of the technique is introduced by a narrator and followed by a classroom demonstration.

Students are provided opportunities to increase awareness of the skills, practice them to mastery level, and apply them spontaneously and fluently in real life situations. This program addresses five social skills: basic conversation, giving and accepting criticism, negotiation, following instructions, and making friends. The videocassette introduces the steps of the process, which include methods to: assess social skill performance; introduce social skills instruction and particular learning activities; monitor student performance in awareness, practice, and application activities; evaluate student knowledge and performance of skills; and promote generalized use of skills in naturally occurring situations. Management techniques are also addressed. Once mastery has been reached, application activities are introduced to insure that students can succeed with peer and adult interaction at any time and any place.

1/2" videocassette/color/90 minutes/1988/$75.00
Excellenterprises, Inc., P.O. Box 972, Lawrence, KS 66044

Skillstreaming: How to Teach Children Prosocial Skills shows the Skillstreaming process of teaching students prosocial skills at the elementary and secondary levels. Secondary students who have been grouped together by their deficiencies are introduced to the Skillstreaming process. One trainer structures the group by explaining what the students are going to learn and by going over the four step process: modeling, role playing, performance feedback, and transfer training. A co-trainer sits in the audience and takes part in the role playing. The trainer continues by defining a skill, and guides the students in implementing the four steps.

At the elementary level, the teacher works with a group of students sitting in a circle. The teacher defines the skill, and asks students what they could do. Students list actions they would perform and discussion follows. The teacher role plays and goes through the steps of performing the skill appropriately, following which the students role play an incident.

1/2" VHS videocassette/28 minutes/1988/$365.00
Research Press, Box 3177, Department K,
Champaign, IL 61821-9988.

ASSESSMENT

The Walker-McConnell Scale of Social Competence and School Adjustment: A Social Skills Rating Scale for Teachers is a 43-item scale that screens students, kindergarten through grade 6, and identifies skills deficits in adaptive behavior and interpersonal social competence. Three subscales deal with peer relations and adjustment to behavioral demands of the classroom.

Subscale 1, *Teacher-Preferred Social Behavior*, measures peer-related social behavior preferred by teachers, such as sympathy for others, sensitivity, cooperation, self-control, and socially mature behavior with peers. Subscale 2, *Peer Preferred Social Behavior*, measures peer-related social behavior preferred by peers, such as easy and continued interaction with others, leadership, accurate reading of social situations, and skills at playing and games. Subscale 3, *School Adjustment Behavior*, measures adaptive social-behavioral competencies valued by teachers in the classroom, such as display of independent study skills, appropriate use of free time, attendance to assigned tasks, and good work habits. Norms, reliability and validity are reported extensively in the manual. The profile form presents results in raw scores, standard scores, and/or percentile ranks with space for narrative comments by the teacher. The complete kit contains the examiner's manual and 50 profile/rating forms.

PRO-ED, 5341 Industrial Oaks Blvd., Austin, TX 78735. 1988. $39.00.

CONTINUING RESEARCH

The goal of the **Virginia Behavior Disorders Project** is to find effective ways of providing appropriate education for students with behavior disorders in general education classes. Students in grades 4 through 8 receiving special education in separate classes for part or all of the school day are the targets of three interrelated strands of research. The strands are designed to facilitate students' transition to general education classes by 1) improving the selection of general education teachers with whom they are placed, 2) providing the students with self-control skills to use in the mainstreamed setting, and 3) demonstrating how classroom climate and group activities can be altered to improve the social adaptation of students to general education classes.

The **Virginia Behavior Disorders Project** is funded through August 31, 1990. Project Co-Directors are James M. Kauffman and John Wills Lloyd, University of Virginia, Curry School of Education, 405 Emmet St., Charlottesville, VA 22903.

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Social skills instruction and training in the classroom and workplace is the focus of this issue of the **PRISE reporter**. The subjects addressed include theoretical background, current research and practical tools for providing social skills.

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COMMUNITY-BASED INSTRUCTION

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In the past decade professionals have increasingly realized the potential individuals with severe handicaps have for living and working in community settings and the advantages community integration provides. With this recognition, a "community imperative" has become a guiding principle for curriculum development for these individuals. That is, all instruction is designed to enhance students' participation in the environments that are typical of their chronological age group. Since generalization to facilities outside the school setting cannot be assumed, instruction needs to be provided *in vivo*, as well as simulating community life in the classroom.

Community-based instruction can be a costly alternative to traditional classroom programming because of travel and increased staff coverage. Thus teachers need to plan such instruction carefully to maximize the instructional investment of each outing. A carefully written plan can also help persuade administrators to revise regulations and allocate resources to this critical aspect of programming. The following are some considerations to incorporate in a written plan for community-based instruction for students with severe handicaps.

Site Selection

The primary rationale for site selection should be the current and future environments used by the students' families and same age peers. Realistically, thought also has to be given to facilities that are within a short travel time and are accessible to students' disabilities. The process of selecting sites that match students' current and future environments is called an ecological inventory. Prior to writing the plan, the teacher should visit the site to complete this ecological inventory process. The teacher will want to consider: a) site accessibility and ways the physical facility will enhance or complicate instruction (e.g., grocery stores that stack displays in the middle of the aisle can be difficult for both wheelchair mobility and management of disruptive behavior); b) activities of same age peers in the facility (e.g., young children may help parents select grocery items; a teenager may shop alone); c) behaviors that the student has that can be beneficial or detrimental to participation in this facility (e.g., a quiet student may blend well in a theatre; a student's screaming may be problematic in this setting); and d) parental and student preferences or customs (e.g., food preferences; quality and style of clothes preferred for clothes shopping.) From this ecological inventory, the teacher can write an introduction to the community-based instruction plan to describe the site and give the rationale for its utilization with specific students.

Skill Selection

One of the most difficult components of the plan may be defining specific skills to target for instruction. Rather than teaching every activity related to the site, teachers need to set priorities that work within time constraints and program for student success. Some students may require an escort for all of their lives because of physical limitations that require a caregiver's presence or because of severe skill deficits. When such ongoing care is projected, the plan will focus on increasing the student's participation. For students who are older and have more skills, the target may be to learn to use the facility alone or with peers.

The specific skills to be taught should come from the ecological inventory and the student's IEP. However, it may be helpful to know some of the priorities other teachers have set. For instance, a teacher who works with youth with autism, who have some functional academic skills, may target buying groceries from a list without supervision. After two years of direct instruction in the store, the teacher is now working on having the students complete the shopping task while he waits at the front of the store. By contrast, a teacher of elementary students who have limited skills in communication and self care has targeted her grocery lesson to walking with an adult and making one choice of a snack. In a fast food restaurant, one teacher targets waiting in line and ordering with a picture card. Another who has individuals with profound mental retardation, has begun her first community instruction by targeting appropriate drinking from a paper cup and using a napkin. A teacher with students with severe physical limitations has targeted selecting juice in an accessible convenience store. Because of the students' drinking difficulties, the juice is consumed later at school.

There are several activities that the teacher will need to consider for any community-based instruction. The teacher must then decide which of four ways the activity will be managed for each student: 1) the student will be expected to do it alone by following natural cues or nonspecific verbal prompts (e.g., "What's next?"); 2) the student will be taught following a formally written plan for systematic instruction (i.e., priority skill for community instruction); 3) the student will be taught portions of the activity informally as unplanned opportunities arise and time permits; or 4) the activity will be done for the student at this time. The following are activity categories typical of all community outings: a) dressing (coats, hats) and preparation to leave school, eating and using public restrooms; b) use of money

(spending, carrying wallet); c) transportation (seatbelt use, street crossing); d) socialization with general public (response to offers of help, greetings).

Problem Behavior and Medical Emergencies

One of the concerns of administrators when community-based instruction is proposed is how the safety of clients will be ensured. Two events that can create both danger and strong public reactions are severe behavior problems and medical emergencies. Careful forethought can help minimize risks in both areas.

For problem behaviors, the teacher will want to plan ways to be "proactive" rather than just "reactive." For example, the teacher will want to consider the needs students have for increased praise and teacher interaction to cope with a novel or bothersome environment (e.g., loud noise). This positive interaction may reassure students and help the teacher be sensitive to any early indications that the student will become disruptive (e.g., facial grimaces, verbal protests). In anticipation of a possible disruption, the teacher should plan crises management with step by step actions to be taken. Often, it is fairest to the student and the general public to remove the student and return to school. Consideration should then be given to why the disruption occurred and how alternative management or alternative sites might be used in increasing student success.

Just as the teacher writes a plan anticipating problem behaviors and how they will be prevented, he or she will want to list any potential medical problems (e.g., seizures, breathing difficulties) and write out the specific steps to be taken if such an emergency occurs while in a public facility.

Blending

To achieve the goal of the student using the facility in a normalized manner, it is important to plan instruction to blend into the normal activities of the environment. Any data to be collected on instruction should not be noticeable to others. Systematic instruction may seem bizarre to others if specific, repeated language is used. The teacher may want to speak softly to the student and use subtle guidance, when necessary. Community-based instruction should be conducted with small groups to facilitate blending. If logistics, such as travel to town from a rural setting, require taking a large group at once (e.g., 4 to 6 students), there may be ways to break down into small groups at the site (e.g., one staff with two students goes into different stores at a shopping mall). In the plan, the teacher may want to describe any adaptations to be made for instruction that differ from the way nonhandicapped peers use the environment (e.g., holding the arm of an adolescent who sometimes runs while crossing the street) and provide a careful rationale for such differences. Over time, the teacher may see ways to eliminate these differences.

In conclusion, teaching students in community settings can facilitate generalization of skills taught in classroom settings and provide opportunities for instruction in activities that cannot be simulated in schools. A carefully written plan can enhance the investment of community instruction, an investment that is essential to the appropriate education of all students with severe handicaps.

Diane Browder received her Ph.D. from the University of Virginia in 1981, where she majored in special education with minor concentrations in research and child development. She teaches graduate courses at Lehigh University in education for the severely handicapped and directs the Lehigh Continuing Education Program for Adults with Severe Disabilities. Browder's research includes assessment strategies, staff training, and stimulus control in sight word instruction.

CURRENT CITATIONS

Browder, Diane M. & Snell, Martha E. "Functional Academics." In Snell, Martha E. (ed.), **Systematic Instruction of Persons with Severe Handicaps**. Charles E. Merrill Publishing, Columbus, OH. 1987. 541 p. $33.95. Browder and Snell define functional academics as those which relate directly to daily living, including work and leisure activities. It is their contention that students with moderate to severe handicaps should be taught to meet the academic demands of daily life through a generalized academic skills approach. This method teaches students a streamlined skill sequence likely to be encountered in daily life — to use money, to read a wide range of materials, to tell time, and to solve mathematical problems. While this procedure requires more instructional time than those which bypass academics altogether in favor of caretaker assistance, or those which teach only those responses needed in the current environment, it also fosters independence. Students possessing a broad range of academic skills can more easily generalize from their experience base to new concepts. The authors suggest criteria for deciding whether generalized academic skill instruction is appropriate, describe stimulus control techniques for teaching academic generalization, and outline those skills most critical for daily living.

Knoll, J. **Annotated Bibliography on Community Integration for People with Severe Disabilities**. Human Policy Press, Syracuse, NY. 1987. 154 p. $11.50. This book, which is designed for policy makers, direct service providers, advocates, and/or parents, provides resources on community-based services to individuals classified as "hardest to serve" or "most severely disabled." Some innovative approaches to services are offered, and bibliographies for the following topics are included: a) perspectives on integrated community services; b) funding; c) planning and coordinating a comprehensive community service system; d) community living; e) education; f) vocational programs; and g) respite and other family support services. Additional bibliographies address: a) assuring quality services; b) programming as it relates to individual planning; c) serving people with challenging behaviors, physical disabilities and medical needs in the community; d) skill development and staff training; and e) achieving community acceptance and the education of parents, consumers and advocates.

Nisbet, Jan & Callahan, Michael. "Achieving Success in Integrated Workplaces: Critical Elements in Assisting Persons with Severe Disabilities." In S. J. Taylor, D. Biklen & J. Knoll (eds.), **Community Integration for People with Severe Disabilities**. Teachers College Press, Teachers College, Columbia University, New York, NY 10027. 1987. pp. 184-201. $31.95. This chapter deals with fourteen critical elements involved in assisting persons with severe disabilities to have the opportunity to work in integrated community environments. These elements are grouped into three categories, relating to: the development of individualized job placements, coordination of services, and instruction and technology. The authors identify the practices that have inhibited successful placements and then contrast them with alternative means of achieving integration.

Rainforth, B. & York, J. **Integrating Related Services in Community Instruction**. *JASH*, 1987, 12(3), pp. 190-198.

This article presents guidelines and examples of how transdisciplinary teams can deliver services to students with severe disabilities in community environments. Techniques such as role release, integrated therapy and skill cluster instruction are identified as proven models of transdisciplinary community instruction. The authors suggest modifications of traditional teamwork strategies to foster success in the community. Such procedures include: conducting an inventory of the environment, assessing the student in the community and developing a flexible schedule to ensure on-site instruction and the opportunity for adequate communication among all staff. The article provides samples of student program objectives as well as an instructor's daily and monthly schedule.

Sailor, W., et al. "Research on Community Intensive Instruction as a Model for Building Functional, Generalized Skills." In R. Horner, G. Dunlap and P. Koegel (eds.). **Generalization and Maintenance: Life-Style Changes in Applied Settings**. Paul H. Brookes Publishing, Baltimore, MD. 1988. pp. 67-98. $25.00. In order to validate recent innovations in special education programs for students with severe and profound disabilities, the authors offer a review of current literature on generalization and maintenance "as outcomes, in societal-contextual relevance." Context relevance is explained in detail using "integrated" therapy as a case in point. The authors examine selected, current research regarding the components of an "Integrated, Community Intensive Instruction" model and how it impacts directly on the issues of generalization and maintenance. They also delineate general hypotheses for reviewing ongoing and completed research including: reciprocal horizontal interactions, functional competence, conditions of associated cues and effects, and interrupted habitual chains of behavior.

Schloss, P. J., Hughes, C. A., & Smith, M. A. (eds.). **Community Integration for Persons with Mental Retardation**. College-Hill Publication, Little, Brown & Co., Boston, MA. 1988. 358 p. $24.50. This book was written for both preservice and inservice education practitioners. It provides a broad base of information applicable to community-based curricular design, instructional methods to promote community adjustment, and strategies for assessment and transfer of learned skills. Written to address the needs of postsecondary individuals with mild to moderate retardation, this text presents a wide range of functional, real life experiences and strategies to enhance transition from school to community life. The authors build around a matrix of community-based curriculum objectives which identify basic skills important to adult adjustment. Specific skills highlighted include: mathematics, reading, written language, spoken language and social skills.

Wilcox, B., Jackson, C. & Overdorff, C. **Effective Schools: Implications for Programs Serving High School Students with Moderate and Severe Handicaps**. Council of Administrators of Special Education. CASE Research Committee, School of Education, Room 241, Indiana University, Bloomington, IN. 47405. 1987-88. $10.00. Directed at high school principals, the purpose of this primer is to assist them in designing and maintaining a program of effective schooling for high school students who have intensive special needs and who have been traditionally labelled moderately or severely retarded, multiply handicapped or autistic. The primer is divided into nine parts and includes sections on the major elements of best practice services for secondary students with severe handicaps; the indicators of effective schools and their implications for serving students with severe handicaps; and a checklist to determine appropriate curriculum, good classroom operation and effective instruction for such students.

SLIDE PROGRAM

The **Community-Based Instruction Slide Show** presents an overview of curriculum development and service delivery issues related to community-based instruction for students with handicaps. Community-based instruction is characterized by the appropriateness of curricula development and service delivery in the areas of natural environments, recreation, and leisure. The program stresses that instruction should be functional and chronologically age appropriate. The authors believe that curricula should be determined by natural environments, and instruction should take place in them. The use of systematic instruction to assess, teach, and correct performance of skills is also a part of community-based instruction.

Service delivery issues such as scheduling, staffing, transportation, funding, and liability are discussed and suggestions made on how to handle each so that it does not hinder programming. Finally, training agreements among students, teachers, and employers are discussed with special suggestions made on how to handle each so that it does not hinder programming. Finally, training agreements among students, teachers, and employers are discussed with special attention given to hours and days worked, level of supervision required, and the type of equipment used.

Community-Based Instruction Slide Show. Virginia Commonwealth University, Rehabilitation Research and Training Center, Box 2011, Richmond, VA 23284-2011. 1987. 75 slides, 1 teacher's guide. $85.00.

RESEARCH BRIEF

Study of School and Community Training of Laundry Skills

In this study, nine students with severe handicaps were taught to operate a commercial washing machine. Three sets of school-based instructional materials were utilized: artificial (pictures), simulated (a cardboard replica of a community washing machine), and natural (a modified home washing machine). When performance in the community laundromats failed to reach desired competence following school-based instruction using all three sets of materials, a decision was made to give direct community instruction at one location. Generalization assessment probes were then conducted both at school and at two different community laundromats. Two tables are included which provide descriptive data for each student. Due to certain limitations, the authors state that only very tentative conclusions may be drawn from this study regarding the relative effectiveness of various school and community training conditions. Also, artificial materials such as pictures and simulated materials involving cardboard replicas commonly found in special education classrooms for students with severe disabilities, may not result in enhanced competence or positive generalization effects.

Morrow, S. A., & Bates, P. E. **The Effectiveness of Three Sets of School-Based Instructional Materials and Community**

Training on the Acquisition and Generalization of Community Laundry Skills by Students with Severe Handicaps. *Research in Developmental Disabilities.* 1987, 8(1), pp. 113-136.

CONTINUING RESEARCH

The **Research and Training Center on Community-Referenced Technology for Non-aversive Behavior Management** is a five year multi-university project funded by the Department of Education, and built on the belief that severe behavior problems can be managed with non-aversive community-referenced treatment procedures. The mission of the Center is to develop, evaluate and disseminate a practical technology of behavior management that is a) effective with severe behavior problems, b) consistent with community standards for non-aversiveness, c) consistent with the existing science of human behavior and d) that can be used by staff in typical school and community settings. Robert Horner of the University of Oregon is the Project Director. A national clearinghouse at San Francisco State University will serve as a multifaceted dissemination center for research and training materials identified and generated by the Center. A national consortium of consultants will respond to requests for technical assistance. For information, call 1-800-451-0608.

Research and Training Center on Community-Referenced Technology for Non-Aversive Behavior, Robert Horner, Ph.D., Director, Specialized Training Program, 135 Education Building, University of Oregon, Eugene, OR 97403-5215.

CURRICULUM GUIDES

Wilcox, B. & Bellamy, G. T. **The Activities Catalog: An Alternative Curriculum for Youth and Adults with Severe Disabilities.** Paul H. Brookes, Baltimore, MD. 1987. 96 p. (package of 3) $24.95. The Activities Catalog is a curriculum developed for high school age students and adults with moderate to severe disabilities. The catalog provides a selection of functional activities related to leisure and recreation, personal management and the world of work. The catalog is organized in such a way to allow parents, teachers, service providers and persons with the disabilities, to select activities which will increase the quality of life of the learner. It is designed to replace traditional curriculum materials which emphasize isolated developmental or academic skills. Individual entries list the components of the activities, basic information on the cost of completing the activity, equipment required, and adaptations.

Wilcox, B., & Bellamy, G. T. **A Comprehensive Guide to the Activities Catalog: An Alternative Curriculum for Youth and Adults with Severe Disabilities.** Paul H. Brookes, Baltimore, MD. 1987. 208 pps. $29.95. This guide provides an introduction to **The Activities Catalog: An Alternative Curriculum for Youth and Adults with Severe Disabilities** and serves as a guide to the curriculum system that is built around the catalog. It explains how to use the Activities Catalog in high school, work and residential settings. Chapters one through six of the guide offer information related to the need for a functional curriculum and the Activities Catalog; provide an overview of a Total Curriculum System; and discuss alternate performance strategies for individuals with severe disabilities and the design of intervention strategies to meet activity goals. Chapters seven through eleven outline use of the Activities Catalog in program evaluation, in high school programs for students with severe disabilities, in residential programs, in employment programs and to integrate services and natural support systems.

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The focus of this issue of the **PRISE reporter** is community-based instruction for special students. Practical suggestions are included for implementing instruction within the community as well as resources for further study.

PRISE reporter
issues and happenings in the education of handicapped students
no. 20, February 1989

pennsylvania resources and information center for special education 200 Anderson Road, King of Prussia, Pa 19406. 215/265-7321

THE INTEGRATION CHALLENGE

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As integrated programs for students who experience the full range of disabilities increase in availability and scope throughout the United States, data continue to accumulate documenting their benefits for both disabled students and their non-disabled peers. Often, the most powerful reports are those of a qualitative nature. For example, a mother describes shopping at the local mall with her dually sensory impaired, severely retarded son, not long after he began attending an integrated regular school:

"We were walking through the mall when I heard voices behind us yelling 'Michael, Michael,' but I kept going, because it never occurred to me that they were talking to my son. They caught up to us, these two young boys, and began signing and talking to Michael while explaining, 'He's our friend and he goes to our school; you must be his mother.' I was completely astounded because, you see, I realized I'd never expected Michael to have friends of his own, to know anyone that I hadn't known first."

Here then, is the crux of educational integration: that students with disabilities become valued members of sustained social networks in their home communities, both during and after school years. This is happening in places renowned for integrating all students, even those with multiple, profound disabilities, such as Madison, Wisconsin and San Francisco, California. It is happening in lesser known urban, rural and suburban locations too numerous to name. Many of us have also witnessed examples of so-called "failed integration," instances where "it didn't work for these kids." When we examine these situations, we find that these are our failures as educators, not the 'failures' of students. As Doug Biklen stated so aptly in his 1985 book *Achieving the Complete School*, to ask whether integration works is the wrong question. There are plenty of data to show that it does. The question we need to keep asking is how we can make integration most effective for children, their families and their schools.

Essential Integration Practices

There are several quality indicators which characterize effective **integration**, as opposed to mere **desegregation** of disabled students. Integration cannot employ a "dump and hope" approach. Study after study in the past decade has indicated that placement of students at chronologically age-appropriate regular public schools is a necessary but insufficient step toward reciprocal interactions among disabled and nondisabled peers. Essential integration practices include the following:

1. Special education students are **dispersed** among regular education homerooms and/or classes with appropriate support staff and services, or, if these students are based in a special education class within the school, the classroom is **centrally located** in the site and students have access to all environments within the school.

2. The **natural proportion** of special education to regular education students is maintained. Since persons with disabilities represent about 10% of the population, schools should have no more than 10% of their student body composed of special education students or classes. With severely disabled students, this proportion would be closer to 2% of the total population. Larger ratios tend to result in less interaction, greater likelihood of isolation in a "special education wing," and less opportunity for students to attend school near or in their neighborhoods. (Usually the more centralized the program, the further it is from students' homes.)

3. Students in special education programs have the same **school calendar and hours** as their regular education peers. These students are not really viewed as part of the school if they leave early or arrive late daily; doing so promotes a not-so-subtle message: they're different. It may be difficult to coordinate transportation schedules, but the benefits merit this effort.

4. **Initial school site preparation** as well as ongoing **disability awareness programs** for regular education students, faculty and staff are carried out to facilitate positive interactions. Advance information about the objectives of special education programs, students' curricula and what would be better labeled as 'ability awareness' activities should be made available to everyone in receiving schools, including cafeteria, secretarial and custodial staff. Many excellent resources have been developed, including content for incorporation into regular education curricula at different grade levels and in various subject areas. However, the keys to ongoing informal provision of information are the special education teacher and staff, the model they provide, and the extent to which they engage in normalized practices, including integrating themselves within the school and at faculty meetings, chaperoning extracurricular events, serving on committees, etc.

5. **Leadership by the principal plus administrative support** for integration can be a determinant of the program's success. Where there is an expectation that principals are responsible for special education in the same manner as for regular education, there appears to be greater acknowledgment and inclusion of special education students as integral members of the total school. Administrative support also is necessary to ensure coordination of schedules, involvement of faculty, provision of ability awareness education, etc.

6. **Support of parents of regular and special education**

students is essential. The transition from center-based or isolated, to integrated regular public schools may be difficult for parents of disabled students, even when the parent/guardian has advocated for this change. Therefore, it is essential that parents be involved in the overall integration planning process from its outset. Parents of regular education students also need to receive early and accurate information about special education programs and the purpose of integration. Any concerns can be addressed, and they can then provide support for integration through organizational (e.g., PTA) as well as individual efforts. Parents of regular and special education students can both participate in providing "ability awareness" education in receiving schools.

7. Integration must include structured and informal opportunities for **reciprocal social interaction** in order to build friendships and social support networks that include disabled and nondisabled individuals. This may entail the development of a friends or buddies program to facilitate interaction and stimulate students' mutual interest. Over time as relationships develop, the staff should lessen its direct involvement to allow more natural interactions, spontaneity and cooperation among students. Concurrently, social skills instruction in the context of interaction activities should be an ongoing component of each student's IEP. Some programs involve regular education students as peer tutors for their friends with disabilities. Where this is implemented with same-age peers and a cooperative learning focus (e.g., cooking together, working on a joint computer program, job-sharing), it can enhance friendship development and result in skill acquisition.

8. **Maximal participation in regular education classes and activities** embodies the true spirit of least restrictive environment mandates. Students should be integrated with their nondisabled age peers for all social activities that are part of a school's daily life, e.g., assemblies, field trips, lunch, recess, ceremonies such as awards days, graduation and performances (as both spectators and participants), physical education, sports, clubs, and dances. Integration should also occur in "special" or elective subjects (i.e., music, art, shop, home economics, computers, library) as well as more traditional subjects and any classes that address students' IEP goals. Mainstreaming of this type requires coordinated special/regular education planning and use of *individualized adaptations* for particular students (communication devices, calculators, special education staff support, etc.), along with a belief in meaningful *partial participation* as a legitimate instructional objective.

The Integration Process

There are specific district and school site level planning activities that will help to assure an effective program. One vehicle used successfully in California has been the **Integration Support Team**, formed as an advisory group to the Director of Special Education and the local Board of Education when the LEA or administrative unit makes the commitment to integration. Members are recruited to represent their constituencies, such as: parents of students with severe disabilities, parents of nondisabled students (i.e., PTA), special education teachers, regular education teachers, school site (regular education) principals, special education program administrators, regular education central administration, ancillary or related services personnel, paraprofessional staff, teachers' associations, transportation staff, interested community members (e.g., university personnel, advocates, developmental disabilities agency), and Board of Education members.

This team engages in several tasks, including a) developing a policy/philosophy statement on integration for school board adoption; b) conducting a needs assessment of the current status of integration in the area; c) identifying major planning needs and categories such as related service delivery, transportation, school site selection and preparation, student groupings, staff development, facilities and equipment, and parent support. The Support Team members, which may divide into subcommittees to develop plans in each area, will refer their recommendations to their constituencies for input and approval, and subsequently to the administration and Board of Education for adoption.

Implementation at the school site level is facilitated by having a similar but smaller team at each school, which plans and monitors ongoing integration. With this participation at both district and school levels, everyone with a stake in the process assumes ownership of the special education program, and true regular education-special education collaboration results. Working models of this process are thriving throughout the nation, demonstrating that effective schools are those which serve all students, regardless of the severity of their disabilities. Integration benefits documented by research include:

- Increased achievement of IEP objectives.
- Increases in students' social and communication skills through interaction with nondisabled peers/role models.
- Greater generalization of skills across settings.
- Positive attitudes toward and acceptance of students with disabilities by nondisabled students.
- Friendship development.
- Increases in parental and teacher expectations for disabled students.
- Parent and teacher integration.
- Increased likelihood of integration in future school and postschool (e.g., vocational) environments.

(Note: Limited space precludes inclusion of references. A copy may be obtained upon request to PRISE, 200 Anderson Road, King of Prussia, PA 19406.)

Ann Tiedemann Halvorsen serves as PEERS Coordinator for the Bay/Coastal region of California, providing technical assistance and training in integration to regular and special education administrators, teachers and families. She worked as Coordinator for the California Research Institute on Integration and taught for eight years in New York State.

CONTINUING RESEARCH

The California Research Institute (CRI), based at the Special Education Department of San Francisco State University and funded by the U. S. Department of Education has established a **Research Institute on Placement and Integration of Children with Severe Disabilities**. The institute will conduct a five-year research program to survey current definitions and placement patterns involving large representative samples of children 3 to 21 years old with severe disabilities. Initial data will be collected in four states and may include up to eleven other states. Descriptive data will be collected on a sample of students with severe disabilities in the participating states. Extant literature has identified twenty variables, including characteristics of students, families, teachers, administrators and communities that may be related to their type of placement. The descriptive data will be analyzed using a statistical model that measures the extent to which each variable affects the probability that students are placed in an integrated or segregated facility.

Developmental research will be conducted based on the results of the descriptive data analysis. Research, development, and evaluation activities will be performed to increase the effectiveness of special education for children with severe disabilities in integrated settings. Several waves of data will be collected

SELECTED INTEGRATION RESEARCH AND RESOURCE INFORMATION

Brinker, R. P. (1985). Interactions between severely mentally students and other students in integrated and segregated public school settings. *American Journal of Mental Deficiency*, 89(6), 587-594.

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Cole, D.A., Meyer, L. M., Vandercook, T. & McQuarter, R. J. (1986). Interactions between peers with and without severe handicaps: The dynamics of teacher intervention. *American Journal of Mental Deficiency*, 91(2), 160-169.

Doering, K., & Hunt, P. (1983). Inventory processes for social interaction (IPSI). San Francisco, CA: San Francisco State University, Project REACH (ERIC Document Reproduction Service, No. ED 242 181).

Fenrick, N. H., & Petersen, T. K. (1984). Developing positive changes in attitudes towards moderately/severely handicapped students through a peer tutoring program. *Education and Training of the Mentally Retarded.*, 19(2), 83-90.

Filler, J., Goetz, L., & Sailor, W. (1986). **Factors which predict opportunities for interaction between students with severe disabilities and their nondisabled peers.** San Francisco, CA: San Francisco State University, California Research Institute.

Graham, N., Gee, K., Lee, M., Beckstead, S., & Goetz, L. (1987) **Students with significant challenges: Choosing and developing integrated activities in the elementary schools** (Manual). S. F. State University, Dept. of Special Education, Project CIPSSI (Community Intensive Programs for Students with Sensory Impairments.)

Halvorsen, A. (1983). **Parents and community together (PACT).** San Francisco: S.F. State University; S.F. Unified School District. (ERIC Document Reproduction Service No. ED 242 183)

Halvorsen, A. (1986). **LEA needs assessment and planning process for integration.** San Francisco, CA: S.F. State University, Dept. of Special Education, California Research Institute.

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Meyer, L. H., Eichinger, J., & Park-Lee, S.. (1987). **A validation of program quality indicators in educational services for students with severe disabilities.** *The Journal of the Association for Persons with Severe Handicaps,* 12(4), 251-263.

Meyer, L., & Kishi, G. S. (1985). **School integration strategies.** In K. Lakin, R. Lakin, & R. Bruininks (Eds.), *Strategies for achieving community integration of developmentally disabled citizens* (pp. 231-252). Baltimore: Paul H. Brookes.

Meyer, L H., McQuarter, R. J., & Kishi, G. S. (1985). **Assessing and teaching social interaction skills.** In S. Stainback & W. Stainback, (Eds.), *Integration of students with severe handicaps into regular schools* (pp. 66-86). Reston, VA: The Council for Exceptional Children.

Meyer, L, & Putnam, J. (1987). **Social integration.** In V. B. Van Hasselt, P. Strain, & M. Hersen (Eds.) *Handbook of developmental and physical disabilities.* New York. Pergamon Press.

Murray, C., & Beckstead, S. P. (1983). **Awareness and inservice manual (AIM).** San Francisco: S. F. State University, S.F. Unified School District. (ERIC Document Reproduction Service No. ED 242 182)

Piuma, C., Halvorsen, A., Murray, C., Beckstead, S. & Sailor, W. (1983). **Project REACH Administrators Manual (PRAM).** San Francisco: S. F. State University, S. F. Unified School District. (ERIC Document Reproduction Service No. ED 242 185).

Sailor, W., Goetz, L., Anderson, J., Hunt, P., & Gee, K. (1988) **Research on community intensive instruction as a model for building functional, generalized skills.** In R. Horner, G. Dunlap, & R. Koegel, (Eds.). *Generalization and maintenance: Lifestyle changes in applied settings.* Baltimore: Paul H. Brookes.

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Stainback, W., & Stainback, S. (1987, March). **Facilitating friendships.** *Education and Training in Mental Retardation.* 22(1), pp. 18-25.

Voeltz, L. M. (1984) **Program and curriculum innovations to prepare children for integration.** In N. Certo, N. Haring, & R. York (Eds.), *Public school integration of severely handicapped students: Rational issues and progressive alternatives.* Baltimore, MD: Paul H. Brookes.

Voeltz, L. M., Hemphill, N. J., Brown, S., Kishi, G., Klein, R., Fruehling, R., Collie, J., Levy, G., & Kube, C. (1983). **The Special Friends Program: A trainer's manual for integrated school settings.** (rev. ed.) Honolulu: University of Hawaii.

longitudinally concerning predictor variables and student outcomes. CRI will provide technical assistance to promote integration in participating states. Key personnel include: Wayne Sailor, Ph.D., Project Director, (415) 338-1306 and Kathryn A. Haring, Ph.D., Project Coordinator, (415) 338-7848.

CURRENT CITATIONS

Giangreco, M. F., & Meyer, L. H. **Expanding Service Delivery Options in Regular Schools and Classrooms for Students with Severe Disabilities**. In J. L. Graden, J. E. Zins, & M. J. Curtis (eds.), *Alternative Educational Delivery Systems: Enhancing Instructional Options for All Students*. National Association of School Psychologists, Washington, D.C. 1988. pp. 241-267. $35.00. This chapter summarizes components of the major dimensions of promising practices in integrated educational programs for students with severe disabilities, including the criterion of ultimate functioning, integration and normalization, individualization and adaptations, and data-based, systematic instruction. The authors characterize regular education by two components: the instructional program provided to learners and the supports (teachers, therapists, aides, equipment, books, etc.) provided to support instruction. Four options for integration in regular education classrooms are discussed, which may operate independently, consecutively, or concurrently on a full-time basis for a particular student. The options include 1) consultative/resource supports and program similar to special education; 2) program similar to regular education with extended supports; 3) consultative/resource supports similar to regular education with extended/individualized program; and 4) extended/individualized program and supports. Several innovative programs that exemplify these options are described.

Knoll, James A., & Meyer, Luanna H. **Integrated Schooling and Educational Quality: Principles and Effective Practices**. In Michael S. Berris and Peter Knoblock (eds.), *Program Models for Mainstreaming: Integrating Students with Moderate to Severe Disabilities*. Aspen Publishers, Inc., 1600 Research Blvd., Rockville, MD 20850. 1987. pp. 41-59. $36.00. The authors present a rationale for the integration of students with severe disabilities into their neighborhood schools, and suggest strategies for achieving integration. Topics discussed include: a) a strong belief in and a commitment to total integration, b) careful planning and preparation and c) staff preparation, involvement, and training. Various sources are identified as developers of effective strategies for integration. A list of "integration markers" includes integration strategies for district administrators, building principals, and classroom teachers.

Thousand, J., Nevin-Parta, A., & Fox, W. L. **Inservice Training to Support the Education of Learners with Severe Handicaps in their Local Public Schools**. *Teacher Education and Special Education*, 1987, 10(1), pp. 4-13. In five Vermont school districts an inservice training model was implemented to support the successful transition and integration of severely handicapped learners into their local public schools. This model featured intensive training, modeling, coaching and feedback to support local school personnel in forming effective collaborative teams and acquiring the necessary competencies to implement the "best educational practices" for these learners. The article discusses training content, processes, and issues that relate to the effectiveness and implementation of the model and reports on the problem solving strategies implemented by the local planning teams.

RESEARCH BRIEFS

Study Addresses Parental Attitudes Toward Integration

Parents of 400 children with severe handicaps in Utah were surveyed regarding their attitudes about integrated program placements for their children. The sample consisted of 200 parents whose children attended special schools serving only children with handicaps and 200 parents of children attending programs housed in regular elementary or secondary schools. There were significant differences in the perceptions of the two groups on five variables identified as important determinates of parental support for the development of integrated programs: a) mistreatment of handicapped student by non-handicapped peers, b) isolation within the regular school, c) loss of services, d) quality of the educational program currently provided, and e) parents' support for the development of integrated programs. Parents whose childen attended special schools predicted that placement in a regular school would be a negative experience. Parents of children who attended integrated programs were overwhelmingly positive about placement in a regular school. Changing the pattern of service delivery from a segregated to an integrated setting requires substantial investments in education to inform parents about the positive outcomes of integrated programs for both handicapped and nonhandicapped students.

McDonnell, J. **The Integration of Students with Severe Handicaps into Regular Public Schools: An Analysis of Parents' Perceptions of Potential Outcomes**. *Education and Training in Mental Retardation*, 1987, 22(2), pp. 98-111.

Social Integration and Cooperative Learning Groups

This article describes the successful social integration of an eight-year-old girl with severe handicaps into a half hour academic period, lunch and recess. Cooperative learning groups were used to socially integrate this student with 20 nonhandicapped first graders in a classroom setting. The cooperative learning groups provided instructional situations in which individual students met their goals only when the entire group reached their individual goals. The first grade teacher, a paraprofessional, and a trained data collector measured the social interactions initiated by the student and those directed toward her by her nonhandicapped classmates. Data collection took place prior to the initiation of cooperative learning groups, and during their implementation. The student with severe handicaps significantly increased her initiation of interactions with her nonhandicapped classmates, and her classmates increased their initiation of interactions with her. The authors recommend that teachers structure opportunities to increase the instances of social interactions between students with disabilities and their nonhandicapped classmates.

Wilcox, J., Sbardellati, E., & Nevin, A. **Cooperative Learning Groups Aid Integration**. *Teaching Exceptional Children*, 1987, 20(1), pp. 61-63.

SOFTWARE

Interaction Games is a program that allows two separate switch users to play games while developing listening skills, cooperative behavior and ability to follow directions. The game can be adapted to players of widely differing physical and cognitive abilities, thus enabling children with handicaps and children without handicaps to share recreational experiences. The nine games use turn-taking in both competitive and coopera-

tive activities. The titles and instructions are spoken so that nonreaders can make selections and play on their own.

The format of the games varies in complexity; pop-up menus allow further alterations to meet the varying abilities of the players. Speed, cueing, and scanning choices are available for most activities. Switches can be connected simultaneously to the internal and external game ports of the Apple or to the Adaptive Firmware Card Input/Output box. Choice in type of scanning, automatic repeat of directions if player does not respond, and visual as well as oral cueing provide additional help to users with learning or physical handicaps.

Don Johnston Developmental Equipment, Inc., 900 Winnetka Terrace, Lake Zurich, IL 60047. 1987. $65.00. Hardware Requirements: Apple II (64 K minimum), Echo Speech Synthesizer. Color Monitor and two Switch Interfaces optional but recommended.

VIDEOCASSETTE

Regular Lives features special education and regular education teachers working together to educate all children in integrated classrooms. One sees nonhandicapped students helping their handicapped peers with academic and social problems. While a class works on a group reading lesson, the handicapped student works with an assistant on a different reading lesson that meets his goal. In the same class, behavior is dealt with calmly by the classroom teacher who is of the belief that poor behavior will improve through the modeling of appropriate behavior by nonhandicapped classmates.

At the junior high level teachers provide time for social interaction among students. The secondary program includes active student involvement in daily routines in school and in the community. Students are placed in work settings such as a shoe store and a sandwich shop. Parents state that they believe all children can benefit from an integrated setting, if given the proper support systems, such as trained teachers, help for teachers, and intensive special education programming in the typical setting. The overall belief of teachers and parents interviewed is not "will" we integrate, but "how" will we integrate.

1/2" VHS videocassette/color/28 minutes/1987/$33.50
TASH, Inc., 70 Gibson Drive, Markham, ONT, CAN LR32Z3

RESOURCE MATERIALS

In **Purposeful Integration...Inherently Equal**, the authors discuss integration, mainstreaming, and least restrictive environment, as well as the history of segregation and the passage of Public Law 94-142, the Education for All Handicapped Children Act. Several benefits resulting from the integration of all students with handicaps are discussed. The authors offer strategies to help parents facilitate the integration of their children with handicapping conditions into the school environment. The booklet also provides a checklist to help parents determine the degree to which their children have been integrated as equal members of the school community.

Taylor, S. J., Biklen, D., Lehr, S. & Searl, S. J. **Purposeful Integration...Inherently Equal**. Technical Assistance for Parent Programs Project. 312 Stuart Street, Boston, MA 02116. 1987. $5.00 single copy; $4.00 each for orders of 10 or more.

Discover The Possibilities is a curriculum and guide for parents which focuses on the concept of integration. The curriculum is divided into four sections: the first two define the basics of integration and how to make it happen, while section 3 offers training strategies and instruction in how to plan and run a workshop. The last section provides materials suggestions, resource lists and future challenges for parents and educators of children receiving special education services.

PEAK Parent Center, Inc., 6055 Lehman Drive, Suite 101, Colorado Springs, CO 80918. 1988. 174 p. $14.50. (Set of 45 overhead transparencies to accompany curriculum available for $89.00.)

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PRISE reporter

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The lead article in this issue of the **PRISE reporter** sets the tone for a review of current practices for integrating students with severe disabilities into the regular classroom. Such issues as administrative and parent support, classroom practices, and social integration are among those discussed.

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PAISE reporter
issues and happenings in the education of handicapped students
no. 20, April 1989

pennsylvania resources and information center for special education 200 Anderson Road, King of Prussia, Pa 19406. 215/265-7321

RECREATION/LEISURE PROGRAMMING AND PERSONS WITH VARYING ABILITIES

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Participation in leisure/recreation and social activities is an important aspect of daily living. Most individuals have access to an unlimited number of choices and actively participate in numerous activities daily. When such activities meet individuals' needs they promote physical health and conditioning, provide opportunities to develop social relations, and lead to the development of new skills. Children and youth with varying abilities often exhibit few choices in recreation/leisure since activities are often selected for them. These children often experience deficits in life skill areas which prevent them from participating in a wide range of recreation/leisure pursuits (i.e., leisure skill repertoires, social skills and other leisure-related support skills, motor skills, cognitive skills, behavioral skills, choice-making and self-initiated behavior, and successful integration into the community). Recently, however, specific leisure skill training techniques and curricula incorporating behavioral training procedures, in conjunction with purposeful environmental arrangements, have been developed to facilitate active participation in recreation and social activities. These "best practice" techniques have helped children and youth of all abilities to become more independent and adjust successfully within the community.

Best Practices in Therapeutic Recreation

Two questions commonly asked by teachers, parents, and other professionals when planning leisure/recreation programs are, "Which activities are most appropriate for my students?" and, "How do I most effectively **teach** my students appropriate leisure skills?" There is undoubtedly a wide range of responses to these questions. In the following discussion we have attempted to provide guidelines for **selecting** appropriate skills for instruction and for **implementing** programs using "best practice" programming strategies.

Needs Assessment/Preference Assessment. A vital first step in the leisure skills instructional process is to conduct a needs/preference assessment that identifies activities with potential to be enjoyable and beneficial. Recreation researchers have discovered that persons with disabilities have many of the same leisure preferences as their nondisabled peers. Children with severe disabilities may communicate fewer preferences than others and may need to be taught how to make their own choices. Participants will attend to leisure/recreation activities for longer periods of time when provided with access to highly preferred activities. It appears likely that a true "leisure experience" can be obtained only when an element of choice or voluntary participation becomes an integral part of the activity. Parental attitudes, values, and preferences must also be addressed. Students must acquire leisure/recreation skills that not only are preferred but that parents/careproviders will make available outside of the training environment. Parents, teachers, and support service professionals should provide essential background information concerning individual and family preferences as well as learning characteristics, physical and cognitive strengths and limitations, and materials availability.

Leisure Skill Selection. Another important component of a leisure/recreation program is the activity selection process. Activities that are functional and chronologically age-appropriate must always be selected for instruction. Functional skills are those that are important to the learner and his peers and natural to the individual's environment. An age-appropriate activity is one that persons without disabilities of the same chronological age participate in (e.g., a 14-year-old learning to play a video game or Simon) or a simpler activity that has been modified to make it age-appropriate (e.g., gluing a picture of a sports car or Winter Olympics scene over the face of a seven-piece preschool puzzle and cutting out the puzzle pieces).

Collateral Skills Development. Participation in leisure/recreation activities not only provides pleasurable experiences to the learner but is well-suited to enhance the development of social, emotional, psychological, communication, problem solving, motor, and other collateral skills. A logical outcome to becoming proficient in leisure/recreation activities is the development of social skills and making friends. It follows naturally that other collateral skills such as receptive and expressive language, cooperation, sharing and turn-taking, the appropriate manipulation of materials and other motor skills will be enhanced.

Instructional Programming. Following the critical processes of assessment and skill selection one must decide on a systematic method of teaching children how to play appropriately. Task analysis is one of the primary tools employed to teach age-appropriate leisure skills to children with disabilities. By depicting component steps of an activity that are easily teachable and observable, task analysis instruction has several advantages. It serves as an assessment tool to identify parts of the activity that have already been mastered by the participant and individualizes a program according to the learner's needs and abilities.

The task analysis approach is usually implemented through a variety of behavior shaping and chaining procedures. Shaping consists of a parent or teacher reinforcing approximations toward

the desired or final behavior rather than reinforcing the final response itself. For example, the learner could purchase a snack from a vending machine by using extensions on the push-buttons. This adaptation could gradually be reduced as the response becomes more accurate until the participant is manipulating standard size buttons on the vending machine. At this time, previously reinforced approximations are ignored.

Chaining, on the other hand, involves the sequencing of the responses within the task. In a forward chain, the learner is initially instructed on the first step of the task analysis (i.e., locate vending machine) and then guided through the remainder of the steps. In a backward chain, instruction is initially provided on the final step in a response sequence (i.e., consume snack item) until that step is mastered. The remaining steps are then taught in reverse order, one at a time, always including the previously instructed step in the teaching sequence. In this manner, the student enjoys the naturally reinforcing consequences of the activity early on in the instructional process which enhances the learning process.

"Cues and prompts" are intricate parts of instructional programs that attempt to elicit behaviors before they are mastered. Prompts (usually arranged in a hierarchy of least-to-most intrusiveness) are used to develop new behaviors or correct undesirable ones. Cues and prompts may include physical guidance, modeling appropriate behaviors, gestures, and verbal direction. They should be faded shortly after the learner masters a specific response so that dependency on the instructor does not become a problem. Fading requires the gradual removal of the guidance as the learner becomes more competent. A desirable outcome of instruction is to have the play materials become the natural or environmental cues that elicit appropriate and independent leisure behavior.

Leisure/recreation instructional procedures usually include a reinforcement component. It is fortunate that many of these activities are naturally reinforcing. Reinforcers are events that occur following a desired response and which increase the likelihood that the behavior will occur again. Reactive recreational materials such as Simon, cameras, remote control vehicles, and vending machines that result in sensory feedback provide the participants with natural reinforcers. Secondary reinforcers (i.e., those not necessarily associated with the activity) could also be effective when used contingently in a behavior specific manner. Commonly used and effective reinforcers are learner-specific and may include food items, praise, or access to favorite recreational materials.

Adapting activities and materials may be necessary to make them age-appropriate and accessible to the learner. Rules are commonly simplified or slightly altered (e.g., requiring everyone on a volleyball team to touch the ball before hitting or throwing it over the net), and skill sequences can be rearranged (e.g., having a child change into a swimming suit before going to the swimming pool or lake.) It is also necessary to modify the play environment at times (e.g., altering the lighting, removing distracting noise, making certain that the area is architecturally accessible.) The use of lead up activities is often a helpful procedure when teaching more complex skills. For example, volleying a beachball or a balloon across a net may be a safe and enjoyable lead up activity in preparation for a more sophisticated volleyball game. It is important to consider, however, that activities and materials should only be modified when necessary and should be converted back to their original forms as the student becomes more proficient.

Partial participation is an alternative strategy that entitles people to participate in activities which are beyond their current skill levels. Partial participation can take the form of a nondisabled peer assisting the individual through an activity, by allowing him to participate to the maximum extent possible. For example, a child who enjoys fishing may require assistance in removing a fish from a hook, but could benefit from and enjoy his partial participation by holding the fishing pole and reeling in the fish independently.

A desired outcome of leisure/recreation programming is for the skills to remain part of the learner's repertoire long after instruction is completed. Also, it is important that the learner have the ability to transfer the skills to other environments, people, and materials. If a child learns how to play with a portable pinball machine, he must be afforded opportunities to play with a full-sized, electronic, pinball machine at a video arcade. Since this new, community environment presents different stimuli and demands from that of the original training environment (e.g., new people and materials, turn-taking skills, money skills) the child must learn a variety of support skills to participate successfully. Without opportunities to experience new settings and materials, the participant may be limited to playing with a portable pinball machine in the original training environment only. Increased opportunities to practice new skills in natural and integrated environments, the use of intrinsically reinforcing materials, and varied instructional conditions have all been effective strategies in promoting generalization and maintenance.

In addition to these "best practices," in order for individuals with varying abilities to acquire, maintain, and generalize recreation/leisure and social skills, it is necessary that they have strong support systems. A communication system must be developed that enables the interdisciplinary team, parents, teachers, therapeutic recreation specialists, and related service personnel to share information and resources. This team of key individuals must broaden the recreational/leisure and social options for all children.

Only when these practices are implemented carefully and systematically will all individuals experience enjoyable, exciting, and meaningful lives through expanded leisure/recreation and social repertoires. Active community participation involves the mastering of skills in the vocational and domestic living domains, as well as in recreation/leisure. The ability to deal constructively with discretionary time has been considered an important predictor of successful community adjustment.

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Stuart J. Schleien is an Associate Professor of Physical Education and Recreation, with a joint appointment in Special Education, at the University of Minnesota. He is the Director of the Therapeutic Recreation/Outdoor Education Integration Grant Project. Dr. Schleien's primary research interests involve the development of technology to integrate children and adults with developmental disabilities into community leisure environments.

CURRENT CITATIONS

Helping Your Child Use Leisure Time. *Exceptional Parent*, March 1987, 17(2), pp. 9-59. (Entire Issue) This issue of **Exceptional Parent** focuses on recreation and leisure activities for individuals with disabilities. One article, "Tim Becomes an Eagle Scout," relates the story of a young man with Down's

Syndrome who participated in integrated scouting activities. In "Choosing a Summer Camp," parents receive advice on how to select a camp for their children who have handicapping conditions. A third related article, "Sports: More than Winning," describes a variety of opportunities for children with disabilities to participate in sports and sporting activities.

Datillo, J. & Murphy, D. **Facilitating the Challenge in Adventure Recreation for Persons with Disabilities.** *Therapeutic Recreation Journal*, 1987, 21(3), pp. 14-21. Participants in leisure recreation who are disabled should have the opportunity to test the skills they have learned and to make choices concerning the nature of the activity. This article offers a method of accomplishing this goal through adventure recreation which is "characterized by a sense of challenge in the presence of risk." The authors discuss challenge as it relates to the individual as well as how it is perceived by others. In addition, the range of adventure, irregardless of skill level or level of disability, is discussed as it relates to challenge. Self-competition is stressed rather than competition with others or other groups. The role of the therapeutic recreation specialist in adventure recreation is described as a facilitator of choice-making and safety control. Practical suggestions are offered as guidelines for developing a program of adventure recreation.

Dattilo, J. **Recreation and Leisure Literature for Individuals with Mental retardation: Implications for Outdoor Recreation.** In P. A. Witt (ed.), Special Issue: Papers submitted to President's Commission on Americans Outdoors: Special Populations Section. *Therapeutic Recreation Journal*, 1987, 21(1), pp. 9-17. This article discusses why people with mental retardation do not access outdoor/leisure recreation. The population is confronted by lack of recreational opportunities, public attitude, and lack of leisure skill training in relationship to scheduling and being properly prepared in age appropriate activities. Consideration of the individual's preferences is a critical factor. Delayed physical development, lack of opportunity to participate in activities and decreased expectancy to perform are all factors which contribute to lower fitness levels. The absence of social skills necessary for participation in leisure and game activity is also a contributing factor. It is suggested that these individuals should be taught a more comprehensive range of leisure skills to facilitate participation in community and outdoor recreation. More emphasis should be devoted to examining leisure skills for students who have severe or profound mental retardation.

Schleien, S. J., and Ray, M. T. **Community Recreation and Persons with Disabilities: Strategies for Integration.** Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624. 1988. 285 p. $25.95. Schleien and Ray offer a practical and philosophical framework for integrating persons with disabilities into community recreation programs and leisure activities. Stressing the need for collaborative, process oriented planning, the authors elaborate procedures for environmental assessment (accompanied by minimal environmental modification); for evaluating participants' cognitive, affective, and psychomotor abilities; and for strengthening participants' behaviors. In the final chapter the authors illustrate key concepts as applied to case studies involving exemplary programs. An abundance of useful appendices, predominantly sample forms, concludes their work.

RESEARCH BRIEFS

Study Supports Use of Electrically Operated Materials

This study evaluated the use of electrically operated materials which had been modified for easier activation as a means of increasing the independent leisure activity of ten persons with profound, multiple handicaps. Five of the ten participants quickly learned to operate switches which activated a variety of leisure items without socially mediated reinforcement. This may have been because operation of the leisure items, which were individually selected for each participant, served as powerful reinforcers for each participant. The other five individuals were taught to interact with the adapted materials using verbal prompts, social reinforcement, and graduated physical guidance; two continued to switch activate the toys after all prompts and reinforcement were withdrawn. The results of the study support the use of adapting electrically operated leisure materials as a cost-effective means of increasing the independent leisure activity engagement of clients who are profoundly, multiply handicapped.

Realon, R. E., Favell, J. E., & Dayvault, K. A. **Evaluating the Use of Adapted Leisure Materials on the Engagement of Persons Who Are Profoundly, Multiply Handicapped**. *Education and Training in Mental Retardation*, 1988, 23(3), pp. 228-237.

Study of Leisure Skills Acquisition and Generalization

Leisure skills, social interaction and appropriate, cooperative play behaviors were acquired by two children with severe multihandicaps in an elementary school setting. To facilitate learning, leisure skill instructors implemented systematic training procedures including task analysis, error correction and positive feedback as reinforcement to learn Toss Across; Flash, The Electronic Arcade Game; and Simon. Parents received instruction on the same training procedures in order to provide additional reinforcement to their children at home. As a result of such systematic training, the children were able to learn chronologically age-appropriate leisure skills which were generalized to the home and maintained across time.

Schleien, S., Cameron, J., Rynders, J. , & Slick, C. **Acquisition and Generalization of Leisure Skills From School to the Home and Community by Learners with Severe Multihandicaps.** *Therapeutic Recreation Journal.*, 1988, 22(3), pp. 53-71.

VIDEOCASSETTE

Moderate Recreational Programs Unlimited shows four developmentally disabled people performing an aerobic exercise routine with an instructor. The group begins with a simple warm-up and moves at a slow, methodical pace while the instructor talks the students through the routine, mentioning body parts as their guide for the various movements. Movements include bending; reaching; and stretching of legs, arms, and torso. Halfway through the program, the pace picks up and rhythmic movements, jumping, and jogging are performed. Finally, the instructor takes the group through some floor exercises.

1/2" VHS videocassette/color/30 minutes/1986/$32.00
Unique Aerobics, Box 2043, Upland, CA 91785.

SOFTWARE

The following software programs are compatible with the Apple II family of computers:

Early and Advanced Switch Games. A "shareware" disk (use ten times, then pay for it if you like it) of stimulus response, drawing, music and pre-readiness skill development games operated by a single switch. Use of an Echo speech synthesizer provides some games with voiced directions and responses. For students working at cognitive levels of 2 - 5 years. R. J. Cooper & Associates, 24843 Del Prado, Suite 283, Dana Point, CA 92629. 1987. $30.00.

Create with Garfield. The characters from the comic strip are used to design and create original cartoons, name tags, posters and signs. The deluxe edition provides color options. All ages. DLM, P. O. Box 4000, One DLM Park, Allen, TX 75002. 1987. $39.95.

Stickybear Music. Listen to tunes already on the disk or compose a new song, see the notes, then hear and save the composition. Elementary through junior high ages. Weekly Reader Family Software, 245 Long Hill Road, Middletown, CT 06457. 1985. $39.95.

The Toy Shop. Create and print 20 different paper toys and models that can be mounted and made to move; user can modify the patterns, add text and additional graphics. Ages 12 and up. Broderbund Software, Inc., 17 Paul Drive, San Rafael, CA 94903. 1986. $69.95.

The Sesame Street Crayon Series. Three computerized coloring books ("Opposites," "Letters," and "Numbers") are based on Sesame Street characters; child selects colors and textures for pictures that illustrate readiness concepts and prints them in color or black and white. Ages 3-5. Polarware, 521 Hamilton, Box 311, Geneva, IL 60134. 1987. $44.85.

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Designasaurus. A multiple skill level simulation requiring player to select variables to keep different dinosaurs alive. Players can also create their own dinosaur from fossils and print it along with information about it. Posters, t-shirt transfers, and signs of 12 different dinosaurs can also be printed. Ages 6 and up. DesignWare, 185 Berry St., San Francisco, CA 94107. 1988. $29.95.

INSTRUCTIONAL MATERIALS

The **International Directory of Recreation-Oriented Assistive Device Sources** is divided into two major sections. The first section lists assistive devices alphabetically by 49 recreational activities. It provides information on the specific activity to be performed; the disability of the individual for whom the device was designed; the problem that it corrects; how the device works; and the vendor's name, address, and telephone number. Black and white drawings or photographs are sometimes included. The second section entitled "Facility Modification" includes modification information on accessibility for the disabled at recreation facilities. The facility systems and devices addressed include: parking; walkways; entrances; ramps; wheelchair lifts and elevators; hallways; restrooms; snack areas, drinking fountains, and telephones; gymnasium facilities, performing arts studios, and lecture halls; and signage.

Lifeboat Press, P.O. Box 11782, Marina Del Rey, CA 90295. 1986. $36.95.

RESOURCE MATERIALS

The **Directory of Recreation Organizations and Camp Guide** contains a comprehensive listing of recreation organizations for the handicapped, listing addresses and telephone numbers for 58 diverse groups such as Special Population Skating and the American Blind Bowling Association. Following is a directory of 18 camp guides which list specialized camps for people with disabilities. The price of each guide is given as well as the mailing address and phone number of the sponsoring agency.

Directory of Recreation Organizations and Camp Guide. *Exceptional Parent*, March 1988, 18(2), pp. 42-46.

PRISE reporter

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This issue of the **PRISE reporter** addresses the challenge of fostering active participation in recreation/leisure pursuits for students with disabilities. The articles provide suggestions for initiating programs, assessing skills, and implementing instructional procedures.

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NEXT STEPS: PREPARING PARENTS TO PLAN FOR TRANSITION

Carolyn Beckett
Deidre Hayden

The Parent Educational Advocacy Training Center
Alexandria, VA

For a young person with disabilities, transition from adolescence to adulthood is no longer a predictable path from a sheltered school setting to a segregated community placement. Today's young adults with disabilities are learning to make choices about work, about where they live and about how they spend their leisure time. New avenues for independence are opening for these students.

The role of parents in facilitating this transition is crucial. How do they learn about the varied opportunities for their sons and daughters? How can they contribute their unique perspective to the decisions being made about their sons' and daughters' future lives? Many families are overwhelmed by the myriad of public and private agencies involved in preparing young adults for careers, the jargon used in vocational education, and the jumble of local, state and federal laws affecting the training and employment of disabled individuals. This maze of special education, career education, rehabilitative services, and job training can be a major barrier to parents who wish to secure maximum independence for their children as they leave high school.

To assist parents in helping their children plan for this important transitional phase, a course entitled **NEXT STEPS: Planning for Employment** has been developed by the staff of the Parent Educational Advocacy Training Center of Alexandria, Virginia. In response to parents' concerns regarding their children's futures after high school, **NEXT STEPS** provides them with knowledge about school programs and adult services that can assist young people in job training and development, as well as skills in advocating for their sons' and daughters' career education in school and in community agency programs.

Course Based on Three Concepts

NEXT STEPS is based on three important principles. First, parents have active and important roles to play as they and their children plan and make decisions throughout the children's school years, but especially as transition plans are being developed. **NEXT STEPS** assists families in assuming those roles and participating knowledgeably in planning for their young adults' future lives. Second, career education is a major component in school programs that are effective preparation for transition of students with disabilities into the community. During the **NEXT STEPS** course, parents learn the four stages of career education and ways to incorporate career education goals and objectives into their child's school program. Third, collaboration among the student, parents, special educators, vocational educators, adult service representatives and employers is imperative for the successful transition of a student from school to community life. Through a 15-hour course, **NEXT STEPS** provides parents the opportunity to meet educators and adult service providers to discuss the range of services in the community and ways of gaining access to those services.

NEXT STEPS Encourages Parent Participation

These three **NEXT STEPS** principles are founded on the belief in the value of parents' contributions to the entire transition planning process. Parents know many things about their children that are not reflected in school or agency records. They know what motivates their sons and daughters, what is frustrating for them, or what catches and sustains their attention. In addition, parents have been in the business of reasonable accommodation for many years. They have, by necessity, found practical detours around roadblocks to achievement for their children. Such parental expertise is too valuable to be excluded from transition planning.

Too often, however, parents lack confidence in utilizing the information they have about their children, and they don't feel skillful in talking about their knowledge with service providers. Teachers can help overcome this problem and increase parent participation in transition planning by assisting them in recognizing their unique knowledge and helping them to translate that knowledge into a usable form. The **NEXT STEPS** course provides a format for developing a Personal Work Profile for each student, which includes input from all those persons involved. By encouraging parents to participate in using the process, teachers can help them prepare to be active members of the transition planning team. A Personal Profile form provides a framework for organizing parents' knowledge of their children to share with others in a concise, timely way. Using data from home observations, and from school and agency records, parents record their children's personal traits, interests, aptitudes and employability skills. Definitions and examples of each are given below.

Personal traits are distinguishing qualities or personal characteristics. Examples include: 1) prefers an orderly environment; 2) is generally messy; 3) enjoys group activities; 4) likes to be alone; 5) is curious about the way things work; 6) follows the lead of others; and 7) takes initiative.

Interests are indicated by feelings of liking or wanting to participate in certain activities. Examples include: 1) watching and participating in sports; 2) enjoying arts and crafts; 3) listen-

ing to music; 4) caring for animals; 5) preparing food; and 6) working outdoors.

Aptitudes/Abilities are capacities for learning and doing. Examples include: 1) following directions; 2) using small tools; 3) matching names, numbers, colors; 4) using math skills; 5) using speaking and listening skills, and 6) judging shapes and sizes.

Employability skills are the behaviors and attitudes that enable a person to function in the role of a worker. Often an individual's personal traits are translated into employability skills. Examples include: 1) dependability — arriving on time, staying on a schedule; 2) interpersonal relations — working without interfering with others, cooperating with supervisor, communicating adequately with co-workers; and 3) personal appearance — keeping one's body clean, maintaining cut and combed hair.

After examples of behavior are recorded, a space is provided for parents to write the source of their observations. Some observations may come from teachers' reports, others might be parents' own observations, while others might originate from some formal type of testing.

Included on the Personal Profile form is space for parents to describe the supports, or assistance, their son or daughter might require on the job. For example, one young man who is a "neatnik" can be a great help in keeping a workplace orderly. He might need support and assistance, however, in knowing when to clean certain areas of an office. Or a person who has the aptitude/ability of understanding verbal directions might need support and help when communicating with other workers. A young woman with the employability skill of maintaining a routine daily schedule needs preparation well in advance of any schedule change.

Parents may have difficulty in trying to think of personal traits, interests, aptitudes/abilities and employability skills of their sons and daughters. Sometimes questions may be provided to assist them in focusing on their children and beginning to develop a Personal Work Profile. For example, they might be asked to respond to a simple questionnaire:

- List two or three things your son or daughter can do at home, in school or in the community.
- What helps your son or daughter accomplish these tasks?
- What kinds of activities at home, in school or in the community does your son or daughter prefer?

Parents participating in the **NEXT STEPS** course and using the Personal Profile find that the exercise helps them to focus on what the child *can do* rather than on what he or she *cannot do* . Parents can center attention upon specific work-related characteristics and behaviors. By using the Personal Profile they can think of their child's job possibilities and look to the future with hope. They envision their child as a worker — more independent, and a capable, productive adult.

The transition planning process is most successful when families and school system people work together. Teachers play a lead role in bringing parents to the planning table and encouraging them to participate in a significant way. Teachers can enhance parents' confidence and competence during decision-making meetings by sharing information about transition services and by providing parents with a tool such as the Personal Profile.

NEXT STEPS: Planning for Employment is a fifteen hour course which provides a comprehensive approach to the transition planning process. The curriculum is available through a trainer of trainers' program taught yearly by the staff of The Parent Educational Advocacy Training Center (PEATC). Fifty parent-professional teams in communities in 15 states have been trained to conduct **NEXT STEPS.** For further information, contact The Parent Educational Advocacy Training Center, 228 South Pitt Street, Alexandria, VA 22314. (703) 836-2953.

Carolyn Beckett is a special educator who has worked with young adults on educational and independent living concerns. She is the Program Development Specialist for PEATC, specializing in career education and supported employment issues.

Deidre Hayden is a parent training specialist with expertise in the legal aspects of educating children with disabilities. She is the Program Director for PEATC and manages the Parent-Professional Team Training Programs.

CURRENT CITATIONS

Phelps, L. A., Chaplin, C. & Kelly, A. **A Parent's Guide to Vocational Education.** National Information Center for Children and Youth with Handicaps. *News Digest*, 1987, No. 8, pp. 1- 11. This article is written to guide parents in planning and monitoring their child's vocational education program. The key aspects of career development are outlined, and the elements of a high quality vocational education are described. The importance of the parents' role is discussed, and questions that parents should address in working with professionals are examined.

Career development is defined as a three-stage process: 1) career awareness/orientation, 2) career exploration and 3) career preparation. These stages are then analyzed. Different aspects of vocational education are described, e.g., vocational assessments, individualized programs, adapting vocational programs and curricula and transition. The focus is on general considerations and specific strategies for providing vocational education to mildly handicapped students. A bibliography is included.

Levy, J. M., Levy, P. H., & Nivin, B. (eds.) **Strengthening Families: New Directions in Providing Services to People with Developmental Disabilities and Their Families.** Young Adult Press, 460 W. 34th St., N.Y., NY 10001. 1988. 354 p. $24.50. This book provides information on the development of effective family service models. Experts have contributed articles addressing various aspects of family involvement: family support services; the parent-professional partnership; empowering families; early childhood models for meeting needs of children with developmental disabilities and their families; and social, legal, political, and policy issues.

In G. T. Bellamy, L. E. Rhodes, D. M. Mank, & J. M. Albin. **Supported Employment: A Community Integration Guide.** In *Parents, Advocates, and Friends: Personal Strategies to Foster Supported Employment.* Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285. 1988. pp. 209-228. $19.95. This chapter is intended as a guide for parents, family members, and others who want to help develop supported employment opportunities in their communities. Although the chapter emphasizes the critical role played by parents and families, others such as guardians, advocates, and friends may also use many of the strategies discussed. It provides information on how to start and manage supported employment programs.

Several broad strategies are available for promoting sup-

ported employment, and at least some activities within each strategy may be appropriate whatever the family's circumstances. The authors identify and discuss six personal action strategies: setting family goals, participating in individual family planning, developing and sharing an information base, effecting program management, influencing the system, and providing direct support. Finally, this chapter includes a sample guide for family goal setting, a day program survey form, and a form letter to a legislator that can be used to lobby for support.

INSTRUCTIONAL MATERIAL

The Education Planning Strategy is a five-step, self-motivating procedure to be applied by adolescents and adults, including parents, when preparing for and participating in educational conferences. To facilitate recall, it utilizes the acronym **"I PLAN"** to represent the following steps: **inventory** personal characteristics, **provide** inventoried information, **listen** and respond, **ask** questions, and **name** your goals. (A second strategy, **"SHARE,"** serves as a reminder of behaviors which should be present at all times when conferencing.)

Following a general introduction, the manual elaborates training procedures which emphasize modeling, rehearsal, and generalization. It concludes with appendices which delineate evaluation materials and strategies, reproducible instructional materials, and a conference probe question guide.

Van Reusen, A. K., Bos, C. S., Schumaker, J. B., and Deshler, D. D. **The Education Planning Strategy,** Edge Enterprises, Inc., P.O. Box 1304, Lawrence, KS 66044. 1987. $10.75 plus $4.00 shipping and handling.

CONTINUING RESEARCH

Five Year Study Traces Transition of Students

As part of the 1983 amendments to the Education for All Handicapped Children Act (EHA), Congress requested the U. S. Department of Education to conduct a national longitudinal study of the transition of secondary special education students to determine how they fare in terms of education, employment, and independent living. The National Transition Study is providing the first national perspective on crucial issues related to the characteristics and experiences of youth with disabilities. More than 8,000 youth with learning, physical, and sensory disabilities, ages 15-24, from 300 school districts across the country are participating in the study. The sample also includes 25 special schools serving youth with hearing and visual impairments.

The study is collecting information related to two types of parent/family variables. The first set of variables focus on the parent/family as provider of specific services such as tutoring and job counseling — whether or not the parent/family provide these services, how much is provided, whether parents are sole provider of service or if agencies are also providing the service to the youth. The second set of variables focuses on parent expectations for the youth, for example, whether the youth will attend post secondary school, live on his/her own, marry.

For more information regarding the National Longitudinal Transition Study, contact: Dr. Mary Wagner, Project Director, SRI International, Room B-S141, 333 Ravenswood Avenue, MenloPark, CA 94025. Tel: (415) 859-2867.

RESOURCE MATERIALS

A Parents' Guide to Supported Employment for Individuals with Developmental Disabilities.

A Parents' Guide to Supported Employment for Individuals with Psychiatric or Emotional Disabilities.

These two booklets define the concept of supported employment, address the issue of eligibility, note benefits for employers and types of support available to the worker with handicaps, and list related legislation.

Vermont Association for Retarded Citizens. VITN Publications, 37 Champlain Mill, Winooski, VT 05404. 1987. $5.00 each.

Parent Coalition Groups. *Exceptional Parent*, September 1988, 18(6), 1988. pp. 51-59. This issue includes a directory of parent coalition groups which are local agencies that are part of a national network. They are involved in a range of activities on behalf of children with disabilities and their families. The directory is arranged alphabetically by state and includes addresses and phone numbers of the participating agencies.

RESEARCH BRIEF

Study Examines Planning for Adult Needs

This study examines families having young adults with disabilities and describes and discusses how families plan for future adult needs, how frequently they use support in their planning, their areas of greatest concern, and the correlation between planning and family functioning.

Upon completion of the study, the data indicated moderate frequencies of planning for adult needs and moderate frequencies of use of social supports. In most cases, social support was almost solely provided by family members, and siblings most frequently assumed this responsibility. In addition, significant positive correlations were found between frequency of planning for adult needs and family functioning. The study also showed that parents believe the areas of greatest need in future planning include residential options, socialization opportunities, and employment/vocational opportunities.

Finally, the study provides some suggestions for working with families to develop programs for young adults with disabilities. These include the development of collaborative training modules, identification of strategies for the development and use of informal support systems, training professionals in more effective communication skills for dealing with family members, development of problem-solving intervention programs designed to aid families in identifying and addressing adult needs, and identification of the needs of siblings as members of the social support network.

Brotherson, M.J., et al. **Transition into Adulthood: Parental Planning for Sons and Daughters with Disabilities.** *Education and Training in Mental Retardation*. 1988, 23(3), pp. 165-174.

VIDEOCASSETTES

Parents as Transitional Specialists, a Young Adult Institute program, discusses the role of parents in the transition of their children with developmental disabilities. The experts believe

that parents must be involved throughout the planning process beginning in the school years and continuing through the transitional placement. It is suggested that parents develop a written transition plan, including their goals and expectation for their children. They should become aware of the service agencies available to help them in this process (OVR, OMRDD, DSS, JTPA) and the range of services that should be considered (vocational, social and behavioral, and support).

Some programs are highlighted and characteristics of their staff and curriculum are described. These programs include day treatment programs, group residences, satellite apartments, sheltered workshops, and supported employment settings. It is recommended that parents visit programs and evaluate whether they are appropriate for their children. They should consider the other residents, staff ratio, supervision, training of staff, eligibility requirements, the application process, availability of space, transportation, recreation and leisure outlets, wages, funding, and impact on the family. Finally, suggestions are provided to parents for evaluating programs and making final decisions.

1/2" VHS videocassette/color/30 minutes/1987/$75.00
On Our Own Series, Young Adult Institute, 460 W. 34th St., N.Y., NY 10001.

Transition: Families in Transition presents interviews with the parents of three developmentally disabled young adults who have been involved in various transitional programs. These programs include The Young Adult Institute, a group home, and a private apartment. Each student is visited in his or her respective setting, and the viewer becomes aware of the skills required, the responsibilities of family members, and the goals of each family and program. Finally, one sees these students in their supported employment settings which include a sheltered workshop and a job as a paraprofessional in a special education classroom.

1/2" VHS videocassette/color/30 minutes/1987/$75.00
Young Adult Institute, 460 W. 34th St., N.Y., NY 10001.

PARENT PACKETS AVAILABLE

PRISE has prepared packets of general information specifically for parents on the following topics:

- Cerebral Palsy
- Fetal Alcohol Syndrome
- Spina Bifida
- Down Syndrome
- Muscular Dystrophy
- Respiratory Diseases/Asthma, Cystic Fibrosis
- Homework Tips/Working with Students with Mild Handicaps at Home
- Otitis Media
- Rett Syndrome
- Tuberous Sclerosis
- Tourette Syndrome
- Epilepsy
- Parenting a Child with Learning Disabilities
- The Terminally Ill Child: Coping with Death and Dying

Call Barbara Bateman at PRISE (215/265-7321 or 800-441-3215) to request packet(s).

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Transitional services play an important part in helping young persons with disabilities achieve independence as they leave the school setting. In this issue of the **PRISE reporter**, the focus is on the role of the family in assisting the student in making wise decisions during this crucial period.

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